SUTTON GRAMMAR SCHOOL FOR BOYS

ADVANCED LEVEL ENGLISH LINGUISTICS

5701 & 6701

If you have elected to study at advanced level, you have undertaken to spend a fair amount of your time acquiring knowledge. This may sound rather dull, at first, but it's not like that at all. Of course, if you are determined, you will find that your instinct to play down your natural desire to learn was the right one; if not, you could open up a whole new world for yourself. After all, you won't be a teenager forever…and you have something very few people have: feed it! How? Here are some ideas.

Try to stay ahead of the game. This isn't just a cheesy Hollywood sentiment: When people (teachers, parents, universities, yourself) are praising you rather than nagging you, life is much more fun and rewarding. You'll be surprised.

Speak your mind. You are producing more ideas more quickly than could possibly be assessed or evaluated by anyone…certainly in writing. The only way you can hope to find out how good your ideas are, how you could develop them or how other people think about the same things is to speak about them: a truism, perhaps, but a valuable resource in the pursuit of your intellectual maturation.

Be aware of language. Language is the closest you'll ever get to telepathy. That is why people do it so much – without it, we would be very lonely. So, in one form or another, language surrounds you constantly. Recognise it, respond to it, and think about it. Language is also structured: like any tool, it works in a way that is guided by principles and rules. If you have a desire to understand what those rules are and how you can use them to colour your interaction with the people around you, you have a duty to yourself to learn about the structures and systems that control communication.

Learn to structure your language deliberately. This piece of writing has been designed to do more than keep you reading. It is trying to speak to you, to consider your fears and hopes – all the things your teachers in Years 9 and 10 taught you advertisements were playing on – and certain choices have been deliberately made to achieve that. Can you spot them? More interestingly, can you make them? Past students' suggestions: "Analyse sections of randomly chosen texts". "Ask for clarification of any terms you do not understand". That leads us onto the next point.

Keep track of the terminology. Most of the work is strongly text based. This means that your formal learning of the systematic frameworks that form the core of the subject will occur when the texts being studied provide suitable opportunities. The study is not structured according to the frameworks, so you will have to keep careful notes or else you may be unable to find the information when you need it to apply to homework and class essays. A terms list is supplied at the beginning of the course. If you use it to keep track of the ideas and terminology you learn, you will find yourself in possession of a powerful tool for accessing and revising what you have learnt. A past student makes the following suggestion: "Ask for definitions and examples and check that you are able to write them down in a way that makes sense to you".

Take notes during lesson: you should have block of note paper available all the time. For the same reasons, you will find a ring binder with dividers (one per module might be a start) invaluable.

Work in terms of the AOs. It is the policy of the Linguistics department that all marking be done in accordance with the Assessment Objectives. To this end, you will be given a copy of the mark schemes, if not before the first assignment then with the first marked assignment when it is returned. These will be specific to the stage you are at: note that AO3 and AO5 are different from AS to A2.

The diagram on the penultimate page of this guide represents the factors that influence a text. You will study all of them at various times in the course. The shaded area is the focus of the AS units. A2 uses the knowledge and skills gained in that part of the course to enable you to study variation (Module 5) and carry out a language investigation (Module 4).

AS Study Guide

The assessment objectives for AS are:

- AO1: communicate clearly the knowledge, understanding and insight appropriate to the study of linguistics, using appropriate terminology and accurate and coherent written expression.
- AO2: demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.
- AO3i: know and use key features of frameworks for the systematic study of spoken and written English.
- AO4: understand, discuss and explore concepts and issues relating to language in use.
- AO5i: distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.

- ***The AS is externally assessed through three external examinations. The following are excerpts from the Specification (AQA English Language Specification A).***

AS module 1: Discovering Language

35% of the total AS marks 17½ % of the total A Level 1hr 30 mins 70 marks

The examination unit is designed test your ability to:

- Use frameworks for the systematic study of spoken language
- Distinguish , describe and interpret variation in the forms and meanings of spoken language according to context
- Understand, discuss and explore concepts and issues relating to language in use
- Communicate clearly your knowledge, understandings and insights using appropriate terminology and accurate and coherent expression

Assessment objective	1	3i	4	5i	Total
Language analysis 1	5	20		20	45
Language analysis 2	5	20		20	45
Language issues	5		20		25

The structure of the unit

You will be required to answer **two** questions. You will answer **one** question from Section A (40 minutes) each and **one** from Section B (40 minutes).

The unit allows 10 minutes for the reading and preparation of the data to be analysed in answering section A.

Section A Language Analysis

- You will be asked to work on examples of language in use.
- The data will be written.
- It may take the form of continuous prose or of less continuous examples of language in use e.g. a list of shorter written texts.
- Data may invite comparison or contrast according to audience, purpose, subject matter and mode.
- You are required to use the linguistic frameworks to distinguish and describe key features of the language style in terms of sound features, vocabulary and meaning, grammar and structure, as appropriate.
- You will have to explain and interpret the language of texts. You may be asked to focus on the effects of audience, purpose, context of use, and mode. You may also have to comment on the way the texts represent people, groups and events.
- Guidance will be given in the rubric of the question to help you focus on particular aspects of the data.

Section B Language Issues

This section will test your ability to engage with important language issues about the use of spoken and written language.

One question will be set on each of the following topics:

- Language and representation
- Children's language acquisition

Questions may take one of two forms

- Write a discursive essay in response to and essay cue question
- Respond to a small piece of data as a cue for your answer.

AS module 2: Using Language

30% of the total AS marks 15% of the A2 marks 2 hours 120 marks

Although this unit may be assessed through course work, you will be writing the external examination.

The examination unit is designed test your ability to:

- Use English for a variety of specific audiences and purposes
- Identify, select, interpret adapt and re-present sources in the production of your own original work
- Use frameworks for the systematic study of language
- Comment on your own writing
- Analyse the writing of others
- Distinguish, describe and interpret variations in the forms and meanings of language according to context
- Communicate clearly the knowledge, understanding and insights appropriate to the study of language, using appropriate terminology and accurate and coherent expression.

Assessment objectives	**1**	**2**	**3i**	**5i**	**Total**
Language analysis	10		10	10	**30**
Language production		60			**60**
Commentary	10	20			**30**

The structure of the unit

You will be required to answer **all three** questions. You will answer **one** question from Section A (35 minutes), **one** question from Section B (35 and 20 minutes) and **one** from Section C (20 minutes).

Section A and Section B are linked in some way, raising an issue concerning the writing process e.g. regarding audience, purpose, mode, genre or representation. The Board recommends 20 minutes' reading time to study and prepare the source materials for the analysis and production tasks. You will need to

- Read for meaning and understanding
- Identify, explain and interpret the language style of the text for analysis
- Select the information needed for the production task
- Identify and evaluate the style of language used in the source
- Assess how you will need to re-cast the language to suit your new audience and purpose.

Section A: Language Analysis

You will be tested on your ability to identify, describe, explain and evaluate the distinctive features of examples of language in use – and communicate your knowledge.

- You will have to work on one substantial passage or several shorter passages of continuous written or spoken text
- Two passages *may* be set for comparison or contrast
- You will have to use linguistic frameworks to describe features of the language style in terms of sounds and sound effects, vocabulary and meaning, grammar and structure.
- You will have to explain and interpret the language of the text(s) according to audience, purpose, subject matter, node and representation
- You will be *directed* to answer on specific aspects of the text.

Section B: Language Production

You will be tested on your ability to compose for a specific audience and purpose, using source materials. This is a test of your ability to apply your linguistic understanding practically.

- You will be required to write a text based on a specific brief containing details about audience and purpose.
- The source materials should be treated as the *research* materials for the first writing task. They should provide the content for your new text. The style of the materials will be inappropriate for the style of the text you will be required to produce.

Section C

Your ability to evaluate your linguistic choices as the writer will be tested in this question.

- The Commentary will need to discuss the linguistic choices that you have made to make the style suitable for the audience and genre and how you have used language to make meaning and convey ideas.
- The task will require you to focus on some particular aspect of your purpose effects and style.
- The Commentary should discuss the way the source texts have been *transformed* and how issues from the text for language analysis have been drawn on.
- The commentary must draw on your knowledge and understanding of the systematic study of the forms and features of language.

AS module 3: Interacting Through Language

35% of the total AS marks 17½% of the A2 marks 1hr 30 mins 70 marks

In this unit, you will be assessed on your ability to:

- Use frameworks for the systematic study of spoken language
- Distinguish, describe and interpret variation in the forms and meanings of spoken language according to context
- Understand, discuss and explore concepts and issues relating to spoken language in use
- Communicate clearly your knowledge, understanding and insights using appropriate terminology and accurate and coherent expression.

Assessment objectives	**1**	**3i**	**4**	**5i**	**Total**
Spoken Language analysis	5	20		20	**45**
Essay topics	5		20		**25**

The structure of the unit

You will be required to answer **two** questions. The board allows 20 minutes for reading the data. You will answer **one** question from Section A and **one** from Section B (35 minutes each).

Section A

There will be one question requiring an understanding of use-related variation. The tasks test your knowledge of the linguistic frameworks as well as your ability distinguish, describe and explain key features of language use in the data, drawing on your knowledge and understanding of use-related variation and spoken verbal interaction. Your ability to communicate your ideas will be assessed, as well.

- You will have to work on examples of spoken language in use.
- The data will be transcribed and may include details of speaker switches, non-verbal aspects of speech and phonetic transcription.
- You will be provided with a key to any notation used.
- The assessment will include your use of linguistic frameworks to explore the sound features, spoken discourse features, vocabulary and meaning, grammar and structure of language style including spoken communication.
- You will have to explain and interpret the language of the texts and may be asked to focus on effects of speaker identity, audience, purpose and context of use.
- Your knowledge of spoken language and spoken verbal interaction will be assessed.
- You will be guided as to particular aspects of the data to write about.

Section B: Essay topics

This section is to test your ability to engage with some important issues about the use of language in spoken verbal interaction.

Questions *may* take one of two forms. You may be asked to

- Write a traditional discursive essay in response to an essay cue question.
- Respond to a small piece of data as a cue for your answer.

In summary, the balance of importance of the Assessment Objectives is as follows:

- **AO1: equal weight in all units (i.e. exams). In total, it adds up to 15% of an AS**
- **AO2: worth 20% in Unit 2**
- **AO3i: worth 10% in both of Units 1 and 3 and 2½% in Unit 2: 22 ½% towards an AS**
- **AO4: worth 10% in both of Units 1 and 3**
- **AO5i: worth 10% in both of Units 1 and 3 and 2½% in Unit 2: 22 ½% towards an AS.**
- **Units 1 and 3 are worth 35% each**
- **Unit 2 is worth 30%.**

A 2 Study Guide

The A2 is externally assessed through two external examinations and a linguistic investigation. The following are excerpts from the Specification.

The assessment objectives at A Level are:

- AO1: communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.
- AO2: demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made.
- AO3ii: apply and explore and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken.
- AO4: understand, discuss and explore concepts and issues relating to language in use.
- AO5ii: analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

- ***The A Level (often referred to as 'A2') is assessed through one linguistic investigation whose marking is internal but externally moderated and two external examinations.***
- ***Marks gained in the AS are added to those gained in the second year to yield a total which decides the grade of A Level you are awarded.***
- **In English Linguistics, rewriting AS examinations at the beginning of the A2 examinations is not a distraction from the A2 examinations. Because of the integrated nature of language and language study, revisiting the material and topics studied in the AS would be a natural part of your revision for the A2 examinations.**

A2 Module 4: Language Investigation

15% of the total A Level marks 60 marks

This is a coursework unit

The coursework you do will be internally assessed, though we are obliged to send at least 10 pieces away for moderation. In practice, this means everyone in the course. It is worth emphasising that the course work is **real** investigation of language in use. There are very strict 'guidelines' set up to help you produce the most interesting possible work in the most scientific possible way.

You will need to:-

- Generate hypotheses about language use
- Devise ways of collecting data and be prepared to evaluate your technique.
- Process data and present it effectively
- Evaluate the usefulness of the Frameworks in your investigation; choose appropriate frameworks for your purposes
- Explore issues relating to language use
- Analyse and evaluate variation in the forms and meanings of language used according to context
- Communicate your insights and findings using appropriate terminology and accurate expression.

This investigation is a serious and careful examination of the way language varies in historical, geographical, social and personal dimensions. The unit is intended to give you an opportunity to use the linguistic frameworks you have learnt in the AS modules.

Assessment Objective	**1**	**3ii**	**4**	**5ii**	**Total**
Mark allocation	10	20	10	20	**60**

The investigation should be 1500 to 3500 words long excluding data. It has to show you can

- Generate an hypothesis
- Develop a methodology for testing your hypothesis
- Collect original data
- Use the appropriate frameworks in your analysis of the data
- Analyse the language in your data according to the context in which it is used
- Evaluate your project's validity and effectiveness.

The investigation has to consist of an introduction, a description of the data, a statement of your aims and of your methodology, an analysis of the data, a description of your conclusions and an evaluation of your investigation and data. You will be expected to read other commentators whose work is relevant to your investigation and will include details of your reading in a bibliography. Naturally, appropriate presentation is important.

The task will be negotiated and agreed and the board expects its moderators to approve and guide the choice of investigation subject.

Failure to complete the investigation by the set dates may result in your investigation being rejected. You will be required to write the 2½ hour written examination instead.

A2 Module 5: Language Variation and Change

15% of the total A Level marks 1hr 30 mins 60 marks

In this module, you will have to

- Apply and explore the frameworks
- Explore concepts relating to language in use
- Analyse how spoken and written language has changed through time and in terms of the context of its use.

The texts you will be asked to analyse in the examination will be 'selected from different times'. You will also study how language varies from place to place in the British Isles

Assessment objective	1	3ii	4	5ii	Total
Texts from different times	10	10		10	**30**
Language variation and change	10		20		**30**

The structure of the unit

There are two sections in the examination. You will have to answer the question in Section A (about 35 minutes) and choose one of two from Section B (about 40 minutes). 15 minutes' reading time is built into the examination.

Section A: Texts from Different Times

The task expects you to use the frameworks in order to explore the features of language generated in other times.

- You will have to work on language in use
- There may be one long text or several shorter ones
- The data may be spoken and/or written
- It will display social, regional and temporal variation
- The test will be of your ability to analyse language from different times
- You may be asked to compare texts or contrast them according to audience, purpose, mode and times.

Section B: Contemporary Language Variation and Change in the British Isles

You will have to explore how language used in the British Isles varies. You may be given some data or an essay question or both.

A2 Module 6: Language Variation and Change

20% of the total A Level marks 2hr 30 mins 80 marks

The unit that tests this module is designed to examine your understanding of *all* the assessment objectives. As such, it will require that you apply all the knowledge and skills you have learned - in analysing language, designing investigations and language production.

Assessment objective	1	2	3ii	4	5ii	Total
Data analysis	10		20		10	**40**
Response in a particular form		20		20		**40**

The structure of the unit
There are two sections in the examination (spend about 60 minutes each). 30 minutes of the examination time is intended for you to read and prepare the source materials. The paper will have a central theme that will be a linguistic debate from elsewhere in the course. There will be a range of sources that you will have to analyse, use or respond to. In addition, you will have to use your own knowledge about language. The materials may be language in use (transcriptions or written texts), texts about language (academic or non-academic) and/or graphical, statistical or tabular data.

Section A
You will be asked to analyse a text or texts. Also, you will have to design a linguistic investigation.

Section B
You will have to write about linguistic issues. Your writing will have to take a form that is commonly associated with linguistic debates, for example in the press or in essays or interviews. Also, you will have to comment on the linguistic choices you have made in the writing of your production piece.

In summary, the balance of importance of the Assessment Objectives is as follows:

- **AO1: equal weight (2½%) in all units except unit 5, where it is worth double. In total, it adds up to 17½% of an A Level.**
- **AO2: worth 15% in total.**
- **AO3: worth 23¾% towards an A Level.**
- **AO4: worth 22½%.**
- **AO5: worth 21¼%**

Specimen Questions

The data are not included with the questions. Instead, some idea of what it is has been given.

Unit 1: ENA1

Section A

Question 1
Read carefully texts A, which you will find below on page3. Text A is a feature article written by Andy Wilson for The Guardian about the rugby league coach Peter Fox.

- Comment linguistically on the distinctive features of their spoken language.
- Explain how these features contribute to the text's meanings.

In your answer you should discuss:
vocabulary and meanings
grammatical features and their effects
how Andy Wilson's language conveys information and opinions
how Peter Fox's language conveys his views.

45 marks

Comment: *If you have been reading widely, you will have an advantage. There is no substitute for extensive experience of a wide range of texts.*

Section B – Language Issues

Answer **either** question 3 **or** question 4

EITHER

Question 3.

Choose five words which are seen as politically incorrect language and explain the issues they raise. Discuss how significant you think political correctness is in language.

25 marks

OR

Question 4

To what extent do children learn language by imitating the language they hear?

25 marks

Comment: *These are fully structured essays: remember the rules about introduction, conclusion and paragraph structure that you have been taught in G.C.S.E. English as well as what you have been taught about the analytical sentence.*

Unit 2: EA2W

Section A – Language Analysis

Answer Question 1

Question 1

Text A, which you will find on page 3, is an article from the women's magazine *Options*. Explain how the article uses language to suit its audience and fulfil its purposes.

You should consider:

- The address to the reader;
- The ideas and information the writer conveys;
- The advice that is given;
- The language used: word classes; vocabulary and meanings; mode; sentence functions, types and structures; other significant grammatical features.

30 marks

Comment: *Note that all grammatical features that are being tested – not only sentence structure which is a a focus of this Module.*

Section B – Language Production

Answer Question 2

Question 2

Your task is to write a problem page article for teenagers on the topic of the importance of listening in relationships. Your article is to be a response to the following letter:

Q "My partner and I are on the verge of breaking up. He says I never listen to him and have no interest in what he's doing. Perhaps I would if he showed some interest in me and what I have to say once in a while. The thing is, I do love him. What can I do to save our relationship? – Joanne.

In your answer, you should draw on the ideas contained in Text B, and extract from the textbook *The Dynamics of Human Communication* which you will find on pages 5 and 6. You will need to select appropriate ideas and adapt them and your language style to suit the conventions and audience of *Options* as demonstrated by **Text A**.

Your article should be about 350 words long and you should give a brief indication of the way you want it presented.

Comment: *This must be based on a perspicacious analysis of the previous text. Avoid simply copying the style of the write: Note especially that the audience of the piece is different though it is still giving advice.*

(60 marks)

Section C – Commentary on Language Production
Answer Question 3

Question 3
Explain the linguistic devices you have employed to make your article suitable for its genre, and relevant and interesting to a wider audience than just Joanne. In what ways was it necessary to use language differently in the advertisement?
Comment: *Clearly, this is an analysis. As usual, pick the important devices and discuss each of them briefly. Make a brief mention of the others.*

(30 marks)

Unit 3: ENA3

Section A – Spoken Language Analysis
Answer Question 1

Question 1
Text A, which you will find below, is a transcript of a married couple planning their summer holiday. They are at home with a friend and are using a guide book.

Comment linguistically on the distinctive features of the spoken language in this interaction. Explain how the speakers use language to achieve their purposes.

Transcription conventions:

(.)	indicates a very short pause
(1)	indicates the length of the pause in seconds
/ \	rising and falling pitch movements
bold i.e. **great**	indicates a stressed word/syllable
/I?/	phonetic description of accent
| |	overlapping speech

In your answer, you might like to consider:

the speakers' purposes and roles,
the structure of the interaction,
vocabulary
grammar
non-verbal aspects of speech,
non-fluency features,
turn-taking,
simultaneous speech

Transcription key:
<SO1> Speaker 1 female
<SO2> Speaker 2 male
<SO3> Speaker 3 female
[ ] Simultaneous speech

Comment: *note that there is still a strong focus on vocabulary and grammar but that the prime issues are speaker interaction and how features of conversation are used to make meaning. Some of the features studied in Module 2 are relevant, too.*

(45 marks)

The transcript that follows is 113 lines long. It is taken from a textbook on spoken English.

Section B – Essay Topics
Answer **either** Question 2 **or** Question 3

EITHER
Question 2
What skills are required to ensure success in spoken interaction?

(25 marks)

OR
Question 3
Deborah Tannen has suggested that a major problem in male-female conversation is the speakers' different assumptions – female speakers want to share problems, males want to solve them.

Discuss this generalised and simplified view, with detailed references to your own experience and knowledge of male-female conversation.

(25 marks)

Comment: *These essays both require that you bring a fund of your own experience to them as well as a substantial fund of possible examples.*

Unit 4: EA4W — This unit is covered by coursework.

You will not write an examination unless you fail to meet the deadline which will be set by your teacher or tutor. This is usually around the end of February.

Language Investigation

Your task is to carry out a linguistic investigation using some or all of the data that has been provided for you.

Description of the Data
Data extract 1 (pages 4 and 5) is a European Election Leaflet published by the UK Independence Party.
Data extract 2 (pages 6 and 7) is a European Election Leaflet published by the Pro Euro Conservative Party.
Data Extract 3 (pages 8 to 11) is a European Election Leaflet published by the Conservative Party.

Components
1: Introduction Select and identify the data you are going to use. Write an introduction to your investigation in which you explain the issues raised by the data that you are going to investigate and your hypothesis.
2: Description of data Formulate three broad aims for an investigation based on the data you have selected.
3: Aims What questions you intend to ask about language.
4: Methodology How you approached the investigation .
5: Analysis Present an analysis of the data.
4: Conclusion Draw your conclusion in response to your aims and based on your analysis.
5: Evaluation Evaluate the validity of your conclusions and suggest any further research that might be undertaken.
6: Data The primary information you collected, clearly and accessibly presented.
7: Bibliography What sources, including electronic ones, you used.
8: Presentation How you present your investigation and your use of accurate and appropriate language.

(60 marks)

Unit 5: ENA5

Section A – Texts from Different Times

Question 1
Text A, which you will find opposite, is a written version of a British soldier's spoken account of his experiences during the Battle of the Somme during World War One.

Analyse and evaluate how the soldier uses language to convey his experience.

Comment: *Bear in mind that this Module is about changes in language but that you are still expected to be discussing these in terms of lexicon, phrase and clause structure. Other important focal points are period, genre, writer/speaker, audience, purpose, subject matter and mode. Data that follows is about 1 page in length* *(30 marks)*

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Section B – Contemporary Language Variation and Change in the British Isles

EITHER
Question 2
Evaluate the ways in which language variation is connected with people's sense of personal, social and cultural identity.
OR
Question 3
Evaluate the ways in which the vocabulary of English is developing in the late twentieth century.

Comment: *There may be slightly different intention to these questions: note the sociolinguistic focus of one and the more core- framework focus of the second.*

(30 marks)

Unit 6: ENA6

Section A – Data Analysis
Question 1

(a) Comment linguistically on five lexical and/or grammatical features that distinguish the Liverpool dialect used by the speaker of **Text A** from standard English.
(b) Analyse and evaluate the way in which John Honey presents his argument in **Text B.**
(c) Explain what methodology you would employ to investigate how widespread the pronunciation characteristics of Estuary English have become.

(40 marks)

The data that follows is about a page long. It is taken from a sociolinguistics textbook.

Section B – Response in a Particular Form
Question 2

(a) The Radio 4 programme about language, *Word of Mouth*, is running an item about how dialects and accents are changing. Your task is to write the script for a 4 minute item (about 700 words) in which you discuss how and why such changes are occurring and whether such changes are desirable or not. You should respond to the issues raised in the sources in this examination paper and draw on your knowledge as well. Your script should be informative and entertaining and accessible to an audience which is seriously interested in language but which is non-specialist.

(35 marks)

(b) Identify three different choices of language you made when writing your article. Describe these choices linguistically and comment on the meanings and effects you were trying to convey.

(5 Marks)

Comment: *This examination is designed to require you to use all the knowledge about linguistics that you have acquired (both analytical and productive) and you are advised to find opportunities to drag in some perspicacious comment on as many concepts as the questions allow you to explore.*

The standard – and strongly recommended – method of analysing language is the Analytical Sentence. You will not be surprised to find that this is a carbon copy of the Point, Quotation, Explanation pattern of argument that you were taught in G.C.S.E. Of course, there will be a few refinements to the technique but the skills you learnt in your early study of English are about to come into their own.

AS & A2 English Linguistics

Some of the books listed below could profitably be read before you start the course. Some are text books and are of general interest while some (and many more) are in the cupboard in Room 15 and you can borrow them for short periods during, perhaps, times when you are studying specific subjects. Try to read, or read around in, some of the books marked with an asterisk (*).

GENERAL

Author/editor(s)	Published	Title	*Publisher*
Andersson L, and Trudgill P.	1990	**Bad Language**	*Penguin*
*Barber, C.L.	1993	**The English Language: A Historical Introduction**	*CUP*
Britton, J.		**Language and Learning**	*Pelican*
*Bryson, B.		**Mothertongue**	*Penguin*
Crystal, D.		**A Dictionary of Linguistics and Phonetics**	*Blackwell*
Crystal, D.		**Linguistics**	*Macmillan*
*Crystal, D.	1988	**Rediscover English Grammar**	*Penguin*
Crystal, D.	1988	**The English Language**	*Penguin*
Gardiner, A.		**Revision Express – English Language AS and A2**	*Pearson Education*
MacDonald, C.		**English Language Project Work**	*Macmillan*
*McCrum, R., W. Cran & R. McNeill	1992	**The Story of English**	*Faber*
*Pinker, S.		**Words and Rules**	
Richards, J., J. Platt & H. Weber		**Dictionary of Applied Linguistics**	*Longman*

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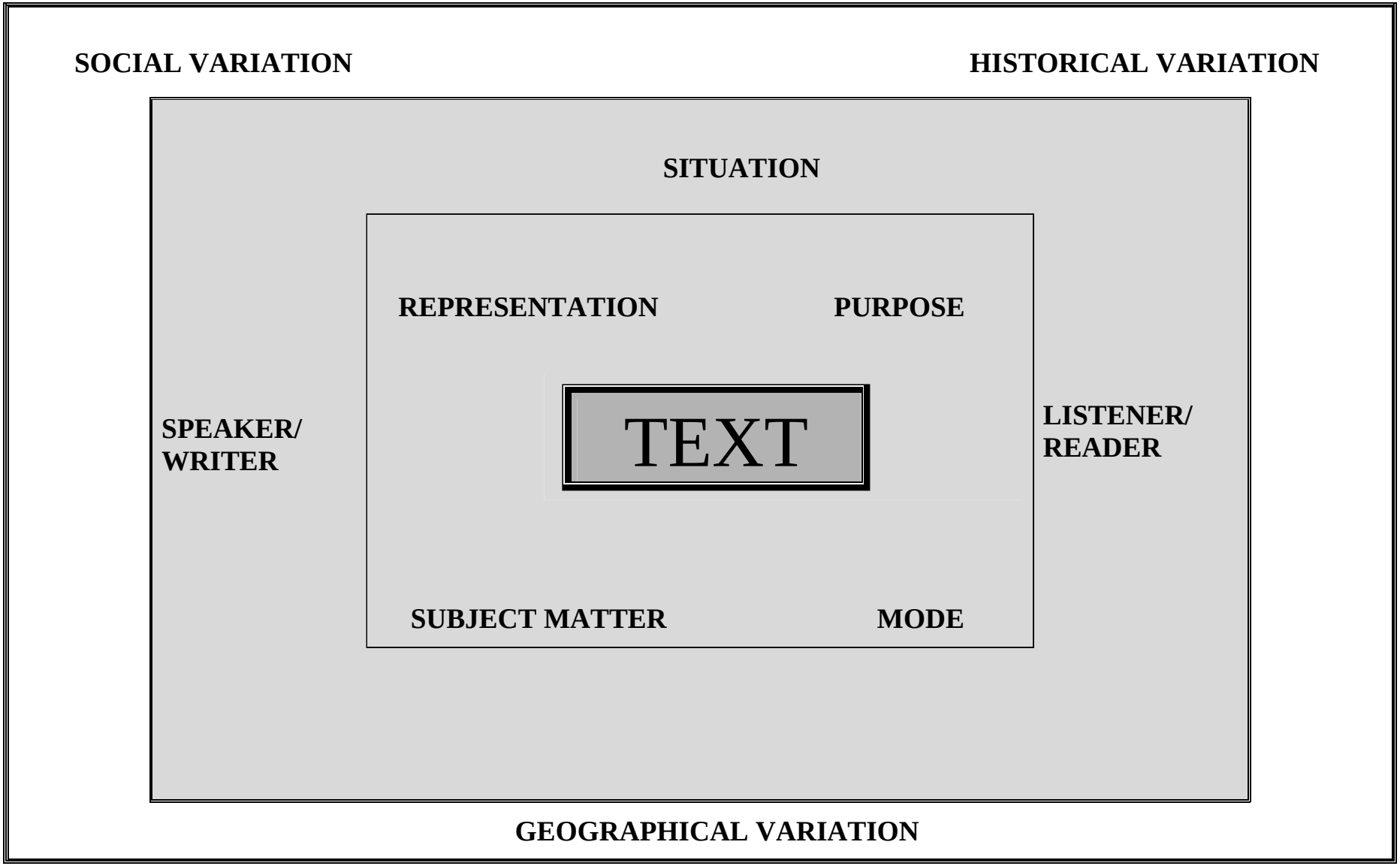
SOCIAL VARIATION
HISTORICAL VARIATION
SITUATION
REPRESENTATION
PURPOSE
TEXT
SPEAKER/
WRITER
LISTENER/
READER
SUBJECT MATTER
MODE
GEOGRAPHICAL VARIATION

AS & A2 English Linguistics

From September 2004, the course will make extensive use of:

Thorne, Sara: Mastering Advanced English Language (Palgrave, 1997)
ISBN 0-333-62832-2

Students are required to purchase their own copy of *Mastering Advanced English Language* because work will be set directly from it. In addition, most of the terminology follows that used in it. Also, owning a copy will allow them the facility of annotating important sections of the text.